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ABSTRACT

This paper presents three different educational models for inner-city children. The first, the Learning by Doing Program, a preschool and kindergarten summer program at Saint Mark's Parish, proposes to meet the needs of inner-city children by developing cognitive growth necessary for further learning experiences and by preparing them to enter structured classrooms in the present school system. Outlined are activities to (a) develop physical and sensory readiness, (b) develop reading readiness, (c) develop social readiness, and (d) develop self-concept and pride in inner-city youngsters (such as a unit of Black History). Included also is the minimum achievement to be realized from these activities, suggested materials to be used, organization structure and recruitment, and methods of evaluation. The second, The Development and Study of a Reading Center in an Inner City Elementary School, focuses on an experimental study of fourth and fifth graders with reading problems who are administered the Silvaroli Classroom Reading Inventory. Statistical data are included. The third, Together in Kansas City, Missouri, is a model program designed to bring together children from inner and outer Kansas City areas to enhance their academic, personal, and social experiences, and to demonstrate the value of cultural pluralism as an educational resource. Goals, objectives, organization plan, and evaluation questions are outlined. (JCW)

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THREE DEVELOPMENTAL MODELS DESIGNED FOR THE EDUCATION OF LOW-INCOME CHILDREN

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LEARNING BY DOING

A PRESCHOOL AND KINDERGARTEN SUMMER PROGRAM

SAINT MARKS PARISH

SUMMER, 1970

A day-care/preschool program designed to meet the needs of the Wayne Miner community and the needs of the children of that community to prepare them to enter the structured classrooms of our school system.

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LEARNING BY DOING
A PRESCHOOL AND KINDERGARTEN SUMMER PROGRAM
SAINT MARKS PARISH

Rationale

It is believed that a six week summer preschool and kindergarten day-care center at Saint Marks Parish would meet the needs of the Wayne Miner community. Such a day-care/preschool would also meet the needs of inner-city children by developing cognitive growth necessary for further learning experiences and by preparing them to enter the structured classrooms in our present school system. Various studies indicate that such early experiences are extremely valuable to inner-city children since so many of them enter school with a deficit of experiences, with a need to develop cognitive behavior, with a lack of language experiences and verbal expression, and with a lack of self-concept and personal pride that can be partially developed by an elementary program of Black History.

Objectives

1. To meet the needs of the community for a child care center.
2. To provide children between 3 and 6 years of age with learning experiences essential to their future successes in our present educational system.
3. To create an atmosphere in the preschool which will stimulate positive social and academic interaction.

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4. To provide the children with a variety of opportunities for self expression through an organic language approach, pre-school projects, physical education exercises, and through arts and crafts activities.

5. To create an environment that encourages learning, improves language arts skills, and promotes pupil interaction and involvement by encouraging discussions, conversations, and observations.

6. To involve the community in the operation of the school with volunteer mothers, Job Corps tutors and helpers, and local para-professional workers.

7. To include an elementary unit in the day-care/preschool on Black History to help the children feel a sense of pride in their color and heritage, to help them recognize certain Black men and women in history by name and to tell what their contributions were, and to have the children become more aware of the many famous Negroes living today.

8. To incorporate individual and classroom photographs, student art projects, and the children's seat work into teacher-made materials and wall displays to help the children become cognizant of the value of their work, aware of the fact that they can assume responsibility, and to help the children accept the fact that they can work with others in the room to create something of merit.

Suggested Readiness Activities

INTRODUCTION: Inner-city children are more likely to be successful in our present school system if they have previously received individualized attention from adults who serve as good models to imitate, encourage children to express their thoughts as much as possible, and who help children acquire the conceptual and experiential background without which reading materials and activities are meaningless and irrelevant. Young children need

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more than experience with a variety of activities and objects. They need to interpret their experiences through language. Thus, a preschool and kindergarten summer program at Saint Marks would have to be different than a normal day-care center in that pre-reading development skills will be given priority by stressing language and language-related experiences at every possible opportunity if it is to successfully fulfill its stated objectives. With this in mind, the following brief outline of activities is suggested:

I. ACTIVITIES TO DEVELOP PHYSICAL AND SENSORY READINESS

A. Visual

1. Left-to-Right eye movement: One of the first requirements in learning to read is learning to perceive from left to right. Games help children here, and can also help avoid later reversals. Instructors should carefully watch children to detect possible problems with left-to-right perception. Here are some activities to supplement a readiness program:

a. "Simon Says" teaches children the meaning of left and right by showing them the difference between the two.

b. Sing "Looby Loo" during which the kids alternately put their right and left hands "in" or "out" and give them a "shake, shake, shake."

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c. Children can do tracing and coloring work which goes from a starting point on the left and moves to the right by a series of dots.

d. Make simple picture stories, place them in order from left-to-right and tell them to the children.

e. Line up youngsters or toys from left-to-right before playing games and point this out to the children.

f. Simply place arrows pointing from left-to right under early words or other seat work the children are coloring.

g. Always remember to point from left-to-right on the magnetic board, with experience stories on a chart, with study prints, on chalk boards, or with a book when telling stories or presenting a lesson.

h. Have children tell you what they see when they look as far left and when they look as far right as they can. Be careful to watch the children during this activity.

i. Ask the youngsters to draw pictures in a sequence on a roll or piece of paper.

j. Let the kids decorate the bulletin boards in the room all by themselves. It is amazing what experiences they get in left-to-right perception by doing this.

2. Eye-hand coordination: This particular skill includes the ability of the eyes and mind to direct the hands to manipulate as a team or separately. It takes a great deal of experience to get the eyes and hands of young children to work well together. This is a crucial factor in readiness since the eyes, mind, and hands all

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play an important role in the reading process.

Some suggested activities for development in this area include:

a. General art work such as cutting, pasting, painting, coloring, illustrating experience stories, and arranging a collage all help the child gain more control of hand, finger, and eye muscles.

b. Make a scrapbook.

c. Playing with blocks, feeling their shapes, and observing, identifying, matching, and sorting objects such as blocks all involve eye-hand coordination.

d. "Hot ball" or "dodge ball" help kids cope with the rapid movement of objects about them.

e. Tracing objects can help a child develop eye-hand coordination.

f. Jig-saw puzzles help develop motor and visual control.

g. Sort or string objects such as beads.

h. Modeling materials such as clay are excellent for coordination and as a means of expression.

i. Playing store or house provides wonderful opportunities for development in coordination. Here, the child can be encouraged to pour and measure items, iron, shelf, or engage in other eye-hand coordination activities.

j. Helpful independent work at the children's seats includes illustrating stories, making pictures with different media (eg. seeds), making masks, making dolls and puppets, making gifts for holidays, stringing objects, working with jig-saw puzzles, and making scrapbooks.

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3. Developing the ability to compare and contrast:

   a. Draw sets of pictures with missing or broken parts for the child to identify what is wrong. Here, the youngster must interpret the drawing presented and compare or contrast it with similar items he is familiar with.

   b. "Outside the window" (or other observation games) are excellent for developing the ability to compare, contrast, and interpret. A child looks out of the window and describes all he sees in complete sentences. This activity can be varied by having the child name and compare things "On the page" or "In the sky." Games requiring young people to express themselves are among the most useful.

   c. Keep a small plant (sweet potato or freshly planted seeds) and have the children note growth. A growth chart can be kept and the various sizes of the plants can be compared, contrasted, and discussed.

4. Developing general visual readiness: Parents and family should be alerted to the fact that early reading readiness involves experiences through all the senses and that their children need actual contact with things in order to be better readers. Their child needs to be aware of shape, size, position, color, and texture among other things. Most activities listed in this program naturally include general experiences with visual qualities for the youngster, and the reader or instructor

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should look through these activities for some he might use in this area. However, there are certain games and activities designed primarily to develop sensitivity toward general visual qualities. Some of them include the following:

a. Children become more aware of colors when the instructor asks all of them that are wearing blue to line up for recess, etc. first, then asks all of those wearing red to line up, and so on.

b. Have one group of children touch something blue or something red. They will look all around to find something the right color.

c. While exercising simply say "blue may skip." All the youngsters wearing something blue may skip about. Vary the colors and activities.

d. Encourage the children to experiment with colors, shapes, and patterns while painting or coloring. Permit them to feel, smell, touch, or experience things about the room.

e. Take nature walks while noting the colors and other qualities outside.

f. "Things that color" is fun for children. Have them name all the things they can think of that are green, for example.

g. Work with collages (art work made of all types of material such as pasted paper, egg cartons, cloth, crayons, and paints). This is an excellent experience with color, shape, design, texture, position, and size. The intellectual processes used in art work are often the same as those used in thinking.

h. Tell stories (or read them) which include many elements of color and other visual qualities. Then encourage the children

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to tell their own experience stories or make-believe tales about large or small and brightly colored things. Have them illustrate these stories with paper and crayon.

i. Make different shapes (or use some the kids have created) and have one child guess which one it is while blindfolded. The rest of the children will enjoy watching and will also do a great deal of observing of the various shapes.

j. Good individual activities to develop general visual readiness would include making scrapbooks, making pictionaries, making silhouettes or shadow pictures, working on model cars, building with blocks, and working with simple jig-saw puzzles.

B. Auditory

1. Developing auditory readiness: The whole child reacts to stimuli and to experiences so auditory and visual readiness should not really be thought of as separate entities. They are both vital as a unit in the reading process because the total nervous system is called into play in reading. If children are not encouraged to think about the sounds of words and have not differentiated their different qualities, they will probably not understand how sounds could give a clue to the new printed word. Some youngsters have more difficulty with auditory discrimination than with visual as memory becomes more important

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with auditory. The activities listed below might prove helpful in building abilities or detecting problems in auditory discrimination:

a. Ask the children to supply rhyming words For example, ask what rhymes with "hat."

b. Play a record and ask questions about it.

c. Introduce various sounds on tape or record. It is an extension of auditory discrimination to recognize familiar sounds, but go further and stretch the children's imaginations with some unusual sounds.

d. Simply practice repeating refrains of poems.

e. Have the children repeat the number of sounds heard from a leader or from a tape. For example, bounce a ball four times and ask how many times the youngsters heard it hit the ground.

f. Have one child stand in a corner while the other children have their eyes closed. Ask the one child to make a noise and have his friends guess where he is in the room and have them imitate the sound.

g. Ask the youngsters to repeat sounds that are made by the one who is "it." Stress the importance of speaking clearly if words are used.

h. Encourage all the children to make sound effects for games, stories, puppet shows, plays, and other activities. Let the kids be as creative as possible.

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C. Tactile Experiences

Tactile experiences are so closely related to other aspects of physical and sensory readiness it is easy to overlook the importance of encouraging young children to feel things. Tactile experiences can be provided by bringing in all sorts of objects to be shared and felt by the children, by making "feel me" books compiled from objects of various textures, and by allowing children to work with clay and other such materials.

D. Physical Readiness

Almost all of the activities listed in this program help youngsters develop healthy, strong bodies. Some particularly helpful exercises to help develop general physical readiness would be well planned snacks, nature walks, organized exercises, rhythmic movement to music, and normal play periods with jump rope and similar activities.

II. ACTIVITIES TO DEVELOP READING READINESS

A. Oral Language

Young children can be helped to develop their hearing and speaking vocabularies in many ways, and can be encouraged to continue their vocabulary growth. It is especially important to remember that nothing contributes

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so much to the improvement of reading and to the ability to learn how to read as does vocabulary training. Here are but a few exercises to help provide oral language experiences:

1. Read a story without completely finishing it. Children love to make-up their own imaginative endings.
2. Place a number of things on a table behind the children. Have one youngster describe an item there, and the first to guess what he is describing gets to go next.
3. Start telling an original story using the children's names and have each child add one sentence in a logical sequence.
4. Choose art work of children in the group and have the youngsters tell stories from these pictures or objects.
5. Study prints, flannel board or magnetic board stories, crayon or chalk talks, and transparencies spur children on to lengthy discussions.
6. "Show and tell" is great fun for kids. They can bring in any item, find something in a book or magazine, or choose something from the classroom.
7. Several children may enjoy a conversation on a play telephone or a play party during free time. This activity paves the way for oral expression necessary for reading.
8. Ask the children to act out such things as "What did I buy?" or "What am I doing?" Encourage a discussion of what is being acted out.
9. Tell simple nursery rhymes or stories with four or five simple pictures so that the children will have to get the flow of the story from the spoken word.
10. Play a record of a story or poems.

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11. Use film strips, movies, read to the children and tape the story so it can be enjoyed several times, and have them "write" simple stories which car be printed on a blackboard by the instructor so that the youngsters realize that reading is simply talk written down.

B. Learning Letters

Ability to name the letters of the alphabet, to recognize them in printed form, and to be able to write them have value in identifying a child's level of readiness. Indeed, identification of letters is one of the best predictors of reading ability. Youngsters really enjoy naming letters over and over, and love to show off their knowledge at home. Here is where an instructor can encourage the learning process to continue at home by having children point certain letters out to older members of their household. Here are some activities that are helpful in introducing letters:

1. Each child can be given sets of cards with the same five letters printed on them. The leader shows each letter and gives its name. The children each find the same letter, hold it up, and say its name.

2. Simply reading out the letters from the alphabet chart is fun for the youngsters and provides needed drill. Many children enjoy singing the "ABC" song as well.

3. Small games for matching identical letters can be worked at the children's seats.

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4. Display the children's work with letters as often as possible. It is amazing how often they look at the bulletin boards, and their own work or the work of a friend can be an excellent way to provide repetition and practice with letters.

5. Write experience stories as the children tell them to you. Youngsters notice many letters (and the difference between them) while the stories are being printed.

6. Simply leave a selection of letters on a magnetic form board and permit the children to arrange them or work with them during any free time they might have.

7. Valuable seat work for children includes making pictionaries and practicing with a series of letters (cardboard, flannel board, magnetic board, or just letters written on the child's paper.)

C. Developing Vocabulary

A young child's reaction to a spoken word or concept depends mainly on the quality and the quantity of his past experiences, his ability to reconstruct and combine these experiences, and the over-all nature of the culture in which he has been raised. Thus, his hearing and speaking vocabularies represent almost all that he has experienced and imagined before coming to school. Any readiness program must plan to provide for the development of meaning from the written word by the child. Certainly, one of the main requisites for reading is the association of meaning with a given symbol. Thus, to be a reader, the child has to identify symbols (words) and associate meaning with them. Therefore, developing word meaning is one of the instructor's most important tasks. He must spend a great

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deal of his time and effort at this skill because reading has little or no meaning for a youngster in the first grade or kindergarten if he is frustrated by terms or symbols he does not know or which are new to him. Below are a few activities that help youngsters develop sight, hearing, and speaking vocabularies in various ways:

1. "Adjectives" is an excellent activity for developing several skills. Use words such as "big," "bigger," "biggest" and have the children cut out magazine pictures or draw their own creations to match the words. Another type of adjective game would have the leader show items and ask if they are hard, soft, little, huge, or square, etc.

2. Preposition games such as as asking children to put the ball into the box or place the eraser on the shelf are helpful. This little exercise can drill words such as "under," "beside," "below," "behind," "between," "on," "into," and so on.

3. Adverb games can include directions such as "Walk to the door slowly, quietly, noisily, fast, etc."

4. A cute little device for practicing verbs is simply telling the child to "hop," "run," "smile," "tip-toe," or "jump."

5. One of the easiest noun activities is just having the young people identifying objects in numerous pictures.

6. Bring a polaroid camera to the preschool and photograph each child. Have them talk about these pictures. This activity will not only help build vocabularies, it will help with oral expression, and self-concept.

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7. An effective way for preschoolers to learn their names in written form is for the instructor to hold up one paper at a time and have the child come forward and get it if his or her name is written on it.

8. Young children can "play house" with pictures while they talk about all sorts of things. Complete meals can be formed from pictures, and all kinds of conversations can evolve from this experience. Simple foods can also be prepared in the preschool. It is amazing how such activities aid vocabulary and concept growth.

9. "Yes-No cards" help young people work with these two sight vocabulary words. Each child is given cards that read "yes" and "no." Next, the leader asks: "Can it run?" Then show pictures of animals, a cake, a chair, and a man, etc. The child holds up the "yes" or "no" card to indicate whether it can run or not. Continue with questions such as "Can we eat it?" Show various pictures to go with this question.

10. Act out words as much as possible in the beginning stage of learning. Kids will remember words best if they create their own ideas for expressing them. Begin with words closest to the child. A "feel-me book" is very effective. Little ones will remember soft and scratchy, etc. if they feel cotton, wool and burlap while learning these words.

11. Teaching a new song, poem, or rhyme can help build vocabulary skills. Remember to reinforce all the children's good use of words during this and other exercises.

12. Simply have a child describe hard, soft, little, big, square, bus, etc. during a few spare moments. Print the word on the board to illustrate that there is a label for bus, square, etc.

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13. Label some of the objects in the preschool to build basic vocabularies and to show that objects have a printed name. Children's names can be printed on their crayon boxes, and objects in the room such as the piano can be marked. Bring street signs, magazines, newspapers, coloring books, and comics to the preschool as these are just a few of the things that young people need to be exposed to in the early grades.

D. Developing Concepts

Certainly, young children rapidly grow in their ability to form concepts, but it is only through repeated experience that a youngster will be able to make accurate discrimination of characteristics and to form accurate concepts because a concept is the production of abstraction on the part of the child. Early conceptualization is difficult in that it requires perception of commonality or sameness, perception of invariant characteristics, and abstraction of invariant characteristics from a variety of changing aspects. An example of a concept is a harbor. All harbors have some elements in common that make them a harbor, yet no two harbors are alike. Here are some activities to help children build concepts basic to reading:

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1. Study prints are excellent devices which allow a great deal of flexibility for demonstrating concept structures. Kids get to participate here, and should be encouraged to verbalize as much as possible. These devices attract the child's attention, and make discussions much more meaningful. A series of five or six study prints and learning scripts can do wonders for building concepts.

2. Magnetic form boards are extremely flexible for use in strengthening vocabularies and concepts. Letters, pictures, or words can be placed in various positions for drill, practice, and story time.

3. "Categories" is a good game for developing several skills. Here, the one that is "it" can call "vegetables" for example and everyone is to name words that fit under this classification such as beans, corn, carrots, etc. This can be done for "games," "fruits," "colors," etc.

4. "Going to the store" is helpful as the instructor says: "Billy is going to the store and has to get all of these items ..." Here, the instructor shows a picture of groceries etc. and asks: "How will he possibly remember all of these things?" The children should be helped to classify relationships and groups of food to aid them in remembering. (eg. All the items for a salad are grouped or classified together.)

5. Simple chalk talks, crayon talks or displays by the instructor help the children observe the matching and classification of objects in correct categories. Knives, forks, and spoons can be in one group of utensils and pencils, and pens can be in another pile of writing instruments.

6. Homemade scrapbooks help children in so many ways they have become a favorite with instructors. Here, they serve in readiness for the classification of pictures. This builds language and also shows that things can be grouped under one category.

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7. Space relationship cards can be purchased in any educational store to help children understand what it means to be "under," "over," or "beside."

8. An activity to develop the concept of "same-different" is a "feel bag." Ask a youngster to reach into a box or a bag and have him describe what he feels. Encourage him to tell how the objects are alike and how they are different.

9. Another "same-different" exercise is to hand out mimeographed pages with various objects depicted in an incorrect way. Let the children circle the things that are different or incomplete in some way.

10. "Opposites" is a little favorite. Just stop and ask a child what the opposite of a word is while talking. This can be made into a game by choosing teams and asking members of each group to give the opposites of various words.

E. Developing Comprehension Skills

1. Simply ask questions after discussing a topic or reading a story to let the children know that they are expected to listen to what is being said and that they are to remember what was discussed. Much of what goes on in a pre-school should help the children become cognizant of the educational goals and expectations placed on them in the educational systems.

2. Ask the children to tell group experience stories about topics discussed once in a while to see how well they have understood what has been said and how much of it they remember.

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III. ACTIVITIES TO DEVELOP SOCIAL READINESS

A. Developing Classroom Cooperation

There are so many activities that serve to increase group cooperation it is almost impossible to begin a list. Almost every game that includes two or more helps pupil interaction in one way or another. Games are merely operating representations of some every-day system or process in which there are players, objectives, and constraints under which the play takes place. Children are used to games and are generally willing to cooperate while playing them. Pupil interaction and cooperation is especially important among young children as emotional development is a crucial part of readiness. The teacher can observe how children fit into the group during game time. Some will need to be helped.

Certainly, preschool is not all games. Children must be made aware that proper behavior under varying circumstances is necessary for everyone in the room to complete the work, and that there is a purpose for each activity in the classroom. Many inner-city preschoolers are unfamiliar with the expected behavior in the classroom so the

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instructor's task is not always an easy one. It is an important aspect, for until inner-city children have learned the appropriate ways to behave in school, it may be impossible for them to progress in academic areas. However, in practical terms, it is a minor problem compared to the lack of prerequisite language learning in many cases because it may be remedied so much more quickly and simply. Some helpful activities would include:

1. Encourage all children to participate in group games such as "King and Queen," "Simon Says," or "dodge ball."

2. Have groups of children work on group art projects and other group activities.

3. Instruct the children as to acceptable group behavior, put them in pleasant group experiences such as choral singing, and then praise the way they work well together.

4. Create an esprit de corps by taking group photographs, by speaking of the children as a group with a name, reinforcing appropriate group behavior, and displaying work done by group efforts. Self-concept can enter here with the pictures, the children's work on the bulletin boards, the integrated unit on Black History, and by placing mirrors around the room for the children to look at themselves

5. Show filmstrips such as "Consideration of Others" and discuss its contents so the children can better comprehend how they can assume the responsibility to make school a better place.

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6. Set-up a corner project such as a group of games or the watering of plants to encourage the children to accept the fact that this corner is part of their responsibility.

7. Encourage the preschool helpers to stress the children's responsibilities, to help the children comprehend how they can help them, and to help the youngsters become more cognizant of what is expected of them.

8. Make a special chart for classroom helpers. For example, Earleene may hand out the scissors one week and Susan may do it the next. Give all the children a chance to handle a job of responsibility.

9. Show a filmstrip such as "At School" so the preschoolers can understand what it is like in school.

10. Ask the children to role play what it would be like without helpers (eg. pretend there are no monitors and have all the children scramble for paper from the pile. Then choose two monitors and have them hand out the paper to each child very quietly.) Discuss the importance of cooperating and accepting responsibility.

11. Ask resource people from local schools to come and discuss proper school behavior.

12. Use study prints of "School Friends and Helpers," and discuss them so that the children become conscious of the commonality of experiences in school.

13. Ask the children to write an experience story about the responsibility they have at preschool.

B. Developing the Ability to Listen

Listening is not the same as hearing. When we single out certain sounds and give them our attention we are listening. Certainly, youngsters must learn

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to listen to their teachers if they are to become successful readers as reading is also a process that must be learned. Getting all of the children in a classroom to listen is not so simple as it may sound as many of them shut-out much of what the teacher says.

Children that have had varied experiences with sounds are generally more ready to read than children who have little exposure to different sounds. Children should be so familiar with sounds that when their teacher begins to explain how the sounds of words are closely related to the printed page, they can understand this relationship. If they see the relationship, they will find it easier to use their knowledge and experience with sounds when attacking new printed words. This success will mean that they progress faster in reading than pupils who do not see the relationship between sound and the printing on the page. Therefore, we see why readiness and early reading programs include rich experiences with sound activities that help develop the ability to listen carefully and which expose the pupil to numerous auditory experiences. Here are some that might be helpful:

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1. Have the children close their eyes, bounce a ball, and have them listen carefully in order to count the number of bounces.

2. Giving clear directions for preschool activities or games can be a simple lesson in listening if the instructor maintains the proper demeanor.

3. "Say-A-Rhyme" generally gets the kids' attention. They listen to see if they can supply a rhyming word.

4. "Listen-Think-and-Do," "Simon Says," and "I stoop, I stand" all keep the children listening.

5. "Who am I?" is a special favorite in kindergarten and preschool. The children close their eyes while the instructor or aide chooses one of them to go behind another child and tap him on the shoulder, asking, "Who am I?" If the seated child guesses who tapped him he can tap someone else.

6. Just reading requested nursery rhymes or stories from a favorite book gets kids to listen and gives them hours of valuable experiences.

7. "Near and Far." Here, the children are to close their eyes while one goes somewhere in the room and says something. Those in their seats are to guess where the voice is coming from. Is it "Near or Far?"

8. "What animal am I?" Again, the children close their eyes while one youngster goes somewhere in the room and imitates an animal. Those in their seats are to guess what animal the child sounds like.

9. "Twenty Questions" is an excellent attention-getter and is also good for developing auditory discrimination. The instructor has a picture which he does not show to the class. The youngsters must listen carefully when he says: "The picture I am holding is of something that begins with the same sound as the word dog." The children get twenty guesses to see if they know what it is.

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10. Music is one of the most effective elements in the classroom. Children will listen to records while they are resting and are eager to hear new words to a song. A little game of "High note-low note" can be played on the piano. Take turns hitting one of each (high and low notes) so the youngsters hear the difference and have them tell which is which.

11. Listening posts made up of records and earphones or tape recorders are excellent individual activities for children who need more experiences with listening.

12. Children are often good listeners when classmates are telling or reading stories or when it is share and tell time.

13. Identification stories are good for developing listening ability. Here, the leader puts the kids' names in place of the names of the original characters in the book and reads the story.

IV. A UNIT OF BLACK HISTORY AND OTHER ACTIVITIES TO DEVELOP SELF-CONCEPT AND PRIDE IN THE YOUNGSTERS OF THE INNER-CITY

A. Black History as a Core Subject Matter Unit for a Preschool Program

Certainly, many of the preceeding activities can be integrated into a preschool program designed around a six-week unit on Black History. Such a unit was outlined for Saint Marks last year, so a preschool Black History unit will only be briefly discussed here.

Objectives for a unit on Black History for the children would be:

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1. To help the youngsters feel proud of their color and heritage.

2. To become familiar with ancient and modern Africa.

3. To learn how Black men from Africa were transported to America - largely under the system of slavery.

4. To recognize certain Black men and women in history by name and to tell what their contributions were.

5. To become aware of the numerous famous Negroes living today and what their major contributions are.

Objectives for the teacher:

1. To encourage intelligent discussions, conversations, and observations concerning the materials discussed in the unit (as much as possible in preschool).

2. To explode some common myths about Black people that have survived for generations.

A unit on Black History for preschoolers should include information on why it is important to discuss minority history, pigmentation, Africa, and famous Black people in history. The unit can be easily integrated into the over-all preschool program by relating art work, vocabulary, comprehension questions, stories, and experience stories to Black History.

Materials helpful for the unit on Black History would include: a globe, African artifacts, newspaper articles on current prominent Negro citizens, Anansi stories, spirituals, records of classical and current musicians, poems by great Black poets,

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examples of fruit from Africa, Negro History and Culture: Selections for Use with Children, ed. by Archibald, Life World Library Series "Tropical Africa" and "South Africa," Great Negroes Past and Present by Adams, Winslow, and Ross, Famous Negro Heroes of America by Langston Hughes, and The Negro Pilgrimage in America by Lincoln.

Other activities to develop self-concept have been mentioned in this program, and these include: the use of pictures of the children in the preschool, mirrors, reinforcement for appropriate behavior, placing the children's work on bulletin boards, displaying their work throughout Saint Marks, and sending the completed coloring books on Black History home for sharing with members of the children's families.

V. MINIMUM ACHIEVEMENT TO BE REALIZED FROM THE ABOVE OUTLINED ACTIVITIES FOR A PRESCHOOL PROGRAM

Naturally, the instructors and the preschool helpers will not use all of the suggested activities in this program outline. However, some definite goals are needed if a preschool is to accomplish the task of bringing disadvantaged children up to a level necessary for later school success. Englemann and Bereiter in Teaching Disadvantaged Children in the Preschool provide a list of things a child who is about to enter first grade

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should be able to do if he is to have an adequate chance of succeeding in later schooling. This list is offered as the minimum achievement to be realized by six-year-olds from the above outlined activities for a preschool program:

1. Ability to use both affirmative and not statements in reply to the question, "What is this?" "This is a ball. This is not a book."

2. Ability to use both affirmative and not statements in response to the command, "Tell me about this _____ (ball, pencil, etc.)" "This pencil is red. This pencil is not blue."

3. Ability to handle polar opposites ("If it is not _____, it must be _____") for at least four concept pairs, eg. big-little, up-down, long-short, fat-skinny.

4. Ability to use the following prepositions correctly in statements describing arrangements of objects: on, in, under, over, between. "Where is the pencil?" "The pencil is under the book."

5. Ability to name positive and negative instances for at least four classes, such as tools, weapons, pieces of furniture, wild animals, farm animals, and vehicles. "Tell me something that is a weapon." "A gun is a weapon." "Tell me something that is not a weapon." "A cow is not a weapon." The child should also be able to apply these class concepts correctly to nouns with which he is familiar, eg. "Is a crayon a piece of furniture?" "No, a crayon is not a piece of furniture. A crayon is something to write with."

6. Ability to perform simple If-Then deductions. The child is presented a diagram containing big squares and little squares. All the big squares are red, but the little squares are of various other colors. "If the square is big, what do you know about it?" "It's red."

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7. Ability to use not in deductions. "If the square is little, what else do you know about it?" "It is not red."

8. Ability to use or in simple deductions. "If the square is little, then it is not red. What else do you know about it?" It's blue or yellow."

9. Ability to name the basic colors, plus white, black, and brown.

10. Ability to count aloud to 20 without help and to 100 with help at decade points (30, 40, etc.)

11. Ability to count objects correctly up to ten.

12. Ability to recognize and name the vowels and at least 15 consonants.

13. Ability to distinguish printed words from pictures.

14. Ability to rhyme in some fashion to produce a word that rhymes with a given word, to tell whether two words do or do not rhyme, or to complete unfamiliar rhyming jingles like, "I had a dog, and his name was Abel; I found him hiding under the _____."

15. A sight-reading vocabulary of at least four words in addition to proper names, with evidence that the printed word has the same meaning for them as the corresponding spoken word. "What word is this?" "Cat." "Is this a thing that goes 'Woof-woof?" "No, it goes 'Meow."

Englemann and Bereiter point out that these fifteen objectives specify kinds of learning that are likely to be missed by any educational program that is not deliberately planned to produce them. They are kinds of learning that do not arise easily and naturally from casual conversations and experience.

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SUGGESTED BASIC MATERIALS FOR THE ABOVE OUTLINED PRESCHOOL PROGRAM ACTIVITIES

1. Tape recorder
2. Magnetic form board, magnetic letters, and magnetic objects such as fruit and animals. (Ordinary magazine pictures, etc. can be placed on a magnetic form board with magnetic tape.)
3. Flannel board and flannel objects.
4. Blackboard
5. Mirror - (self-concept)
6. Camera and film - (self-concept)
7. Bulletin boards to display the children's work.
8. Shelfs to display crafts.
9. Scrapbooks (cut, paste, concepts, etc.)
10. Various art supplies (crayons, paper, finger paints, water colors, etc. to reinforce discussion topics, to be integrated with the unit on Black History, and to develop various skills.)
11. Commercial games from Hicks-Ashby, Hoover Brothers, etc.
12. Books for oral reading, discussion time, and story time.
13. Filmstrips and movies from the Kansas City Public Library.
14. Record Player and records from the Kansas City Public Library.
15. Manipulative toys such as beads on strings, modeling clay, pipe cleaners, play dough, and jig-saw puzzles. (Ball games and jump rope, etc. can be included here.)
16. Create a home center.
17. Growing plants.
18. Color chart
19. Number chart

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20. A variety of objects of various shapes, sizes, textures, colors, etc.

21. A "feel me" book.

22. Space relationship cards.

23. See brief list of materials for the Black History unit on pages 25 and 26. Two helpful books for the instructors would be Eyewitness: The Negro in American History by William Loren Katz and From Slavery to Freedom by John Hope Franklin. Both are available at the Hub Bookstore.

24. An excellent volume on preschool for the instructors to read would be Teaching Disadvantaged Children in the Preschool by Carl Bereiter and Siegried Englemann available at the University of Missouri-Kansas City bookstore.

25. Instructors need practice making study prints with appropriate learning scripts before actually using them in the preschool.

26. Instructors need some experience with language experience stories before using them in the preschool. These are recommended so that the children realize that reading is simply talk written down.

ORGANIZATIONAL STRUCTURE AND APPROACH, FACILITIES, PERSONNEL, RECRUITMENT OF CHILDREN, SCHEDULE OF THE PRESCHOOL, CLASS SIZE, AND PARENTAL INVOLVEMENT

These aspects of a preschool at Saint Marks will need to be worked out by the staff of Saint Marks, the instructors of the preschool, community volunteers, and Teacher Corps volunteers at subsequent workshops or meetings according to the specific needs of the Wayne Miner community.

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METHODS OF EVALUATING A PRESCHOOL

Program evaluations discussed here will be related to broad project goals based on the above suggested activities and the fifteen points of minimum achievement for six-year olds.

Broadly speaking the evaluation should deal with the following questions:

1. Did the curriculum designed from the above activities enchance the cognitive growth of the children in the preschool and did it help prepare them to enter the structured classrooms of our school system?

2. Did the day-care/preschool meet the needs of the Wayne Miner community?

3. Did the children in the preschool gain greater respect for themselves and their friends in the community, and did the unit on Black History help the youngsters feel proud of their color and heritage?

4. Did the six-year olds realize the minimum achievements outlined on pages 27 and 28?

Some methods of evaluation include:

1. Instructor observations.

2. Student participation and verbal responses.

3. Student attendance and enthusiasm.

4. Use observers for the purpose of evaluation of student-instructor interaction.

5. Role play and drama.

6. Parents' reaction to such activities and projects as the take-home coloring book on Black History.

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7. Record the students' responses, attitude, and retention during discussions and review.

8. Check all follow-up and related work such as individual coloring pages (mimeographed), arts and crafts for understanding, quality, and interest.

It is difficult to devise methods of evaluation for a day-care/preschool because pencil and paper evaluative instruments or prolonged question and answer sessions are not standard procedures in the classroom, and reliable observations by the instructor while he is supervising the learning activities are often not possible. The important thing is to state the methods of evaluation before beginning the preschool and sticking to them as much as possible while the preschool is being operated.

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THE DEVELOPMENT AND STUDY

OF A READING CENTER

IN AN INNER CITY ELEMENTARY SCHOOL

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THE DEVELOPMENT AND STUDY
OF A READING CENTER
IN AN INNER CITY ELEMENTARY SCHOOL

In January 1970, the six members of the Teacher Corps team at Yates Elementary School in Kansas City, Missouri planned to implement a corrective reading program at their school which would provide instruction between March 4 and May 6, 1970. The reading clinic was initiated because it was felt that a systematic program of screening, diagnostic testing, and individual and small group instruction would create more interst, self-confidence, and progress in the children's reading than would be possible in the regular classrooms. The interns also believed that an individualized program of instruction based on a diagnosis of each child's reading problems would be best for the clinic because children who have experienced failure or who have developed a negative attitude toward reading in some situations often respond to a different approach with new materials based on individual needs.

With the above purposes in mind, the interns randomly chose ninety fourth and fifth grade children with reading stanines of three or below on their cumulative record cards to be given the Silvaroli Classroom Reading Inventory. This reading inventory was administered between January 13, 1970 and January 18, 1970. The ninety graded Silvaroli Inventory Records

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were placed in two groups labeled "severe" and "corrective" depending upon the reading problems indicated in the individual Inventory Records.

Forty-five Inventory Records were randomly selected from the original ninety, and these were the children who were to receive further diagnostic testing and intensive remedial reading instruction. The other forty-five Inventory Records not selected were to remain as a control group which was to be re-tested at the end of the period of instruction along with the children who were to participate in the clinic.

Diagnostic Materials

1. Silvaroli Informal Reading Inventory
2. Wepman Auditory Discrimination
3. Betts Visual Discrimination
4. Dolch 220 Word List
5. Telebinocular
6. Maico
7. Informal Spelling Inventory
8. Strang's Informal Projective Test
9. Draw a Person Test
10. Pupil Interview
11. Parent Form
12. Teacher Form
13. School Record Form

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Evaluative Forms

1. Case Study Form

    a. General Information
    b. Case History
    c. Test Results
    d. Recommendations

2. Student Progress Report

    Informal evaluation for teachers about mid-way through the program; some recommendations given.

3. Informal Reading Inventory (Scott, Foresman); to develop test awareness.

Case Types

1. Corrective: Second grade + (instructional). Tutoring was in groups of 4-5, twice a week, 30-40 minutes.

2. Severe Corrective/Remedial: 0-1st (instructional). Tutoring was on a one-to-one basis, 5 times a week, 30 minutes. These were grouped in both experimental and control groups.

Tutoring Sessions: March 11 through April 6, 1970

Each of the six interns worked individually with three severe cases, for a period of thirty minutes each per day for approximately eight weeks. Small group tutoring sessions consisting of four children (designated corrective) met twice a week for 30-40 minutes with each intern for the same period of time. Materials and teaching aids used for these sessions are listed separately in this report.

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Two classrooms and two small offices were used for tutoring purposes. This permitted the privacy which students enjoyed. General approaches used were VAKT (Visual, Auditory, Kinesthetic, Tactile); language experience approach; Directed Reading Activity; and Word banks. Bulletin board space was sufficient to display individual work. Student work was displayed and changed frequently. All students and interns sat together at small tables.

A conscientious attempt was made by all interns to develop rapport with each child assigned to them. Individualized lesson plans were made for each child to fit specific needs. A daily log of the day's sessions was kept.

Library books were available to all students in the Reading Center. Many interns took their daily tutees to the Resource Center once a week to select new books and to familiarize them with the library facilities. Students were allowed to check out books under the interns' names. A few students read as many as twelve books. Comic books were used for motivation. This resulted in lively "swapping" of the books.

Contingency contracts and token reinforcements were used by some interns. Paper and pencils were frequently given by interns for students' home use. Many students read and wrote lengthy stories at home under the encouragement of the interns.

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It is significant to note that often the first week at the Reading Center most children came early to their scheduled sessions and were reluctant to return to their classrooms.

During the first week in April, all children were given the Scott, Foresman Informal Reading Test. It was felt that such testing would be helpful as a guide to the intern and would also be of benefit to the child so that he could become accustomed to testing situations. A progress report was sent to the teacher of each student. Interns used this method to inform teachers as to pupil progress and also as a means of communicating the individualized approach to each child's needs. The progress report proved to be a very successful means of communication. Teacher comments were very complimentary. A marked change in teacher attitudes towards interns was noted.

Most children expressed disappointment when told the sessions in the Reading Center were to be terminated. Some showed visible anxiety about what would happen to them next year without the help of such a reading center.

Tutoring Materials

1. Dolch 220 Sight Words
2. Alphabet Flash Cards
3. Dolch Sight Phrase Cards
4. Phonics We Use Learning Games Kit
5. Dolch Group Word Teaching Game

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6. Durrell Word Analysis Practice
7. The New Phonetic Word Drill Cards, A,B,C
8. Milton Bradley Flash Words
9. Sullivan Sound-Symbol Cards for Programmed Reading
10. Dolch-What the Letters Say
11. Vowel Lotto
12. Ideal Letter Cards
13. Group Sounding Game
14. Sentence Builder
15. Reader's Digest Skill Builders (variety of levels)
16. Bank Street Readers
17. Dictionaries
18. Teaching Pictures
19. SRA Reading Laboratory Ic
20. Tape recordings of plays, identity stories
21. Open book tests
22. Space Relationship Cards
23. Scott, Foresman and Company
24. Scrabble
25. Working with Sounds, Barnell Loft, Ltd.
26. Various reading materials and books from the Resource Center
27. Crossword puzzle
28. Spelling workbooks (2nd grade)
29. Word banks

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30. English workbooks (2nd grade)
31. The Open Highways Readers
32. Reading Exercises in Negro History
33. Phonetic Word Analyzer-word wheels
34. A variety of work books
35. Story sequence materials
36. I Can Read Book Series
37. Plays
38. Diarama
39. Magnetic Board
40. Library books
41. Fish Pond of words
42. Records
43. Word Analysis Practice (Durrell)

Findings

Total Increase (in reading level)

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exp.	+3.5+8+8+7+12+4	=	+42.5
cont.	-3+3+3-3+11+6	=	+17.0
	Total	=	59.5

Average Increase (and Mean)

exp. pop. 40 $\bar{x} = \frac{\Sigma X}{N}$ = +1.062 increase/subject^{e}

cont. pop. 36 $\bar{x} = \frac{\Sigma X}{N}$ = + .472 increase/subject^{c}

Total pop. 76 = + .783 increase/subject^{total}

Addendum--Progress by Grouping

Severe Progress

Exp. Severe

pop. 17

Total Increase +19.5 $\quad 17\overline{)19.5}^{1.147}$ +1.147 mean inc.

Cont. Severe

pop. 17

Total Increase 11 $\quad 17\overline{)11.00}^{.647}$ .647 mean inc.

Corrective Progress

Exp. Corrective

pop. 23

Total Increase +23 1.000 mean increase

Cont. Corrective

pop. 19

Total Increase 6 $\quad 19\overline{)6.0}^{.316}$ = .316 mean increase

Mode (most frequent score)

exp. 0
cont. 0

Total 0

Median (middle score)

exp. + 1.5
cont. - 0.5

Total + 0.5

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Standard Deviation

exp. $q = \frac{\Sigma 1/6^{High} - \Sigma 1/6^{Low}}{1/2N} = \pm 1.775$

cont. ± 1.444

Total ± 1.474

Data obtained from the pre- and post-test results indicate a significant increase (+ 1.062 mean increase) in reading level for the whole experimental group. When compared with the control group as a whole (+ .472 mean increase) the experimental group had approximately two times the increase in level.

When the two groups (control and experimental) were catagorized as the severe and corrective sub-groupings, subject (Ss) increases in each subgroup (Severe Experimental--SE; Severe Control--SC; Corrective Experimental--CE; Corrective Control--CC) evidenced most significant increase in the severe sub-groupings (+ 1.000 SE increase versus + .316 SC increase). Though it cannot be confirmed through this study, it is postulated that this may have resulted from the higher-intensity tutoring involved in working with the SE sub-group.

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GRADUATED EXPERIMENTAL GROUP SCORES - BY CHANGE IN LEVEL

Subject	Pre-Test	Post-Test	Δ (Change)
1. SG	(S) 1	6	+ 5.0
2. NH	(S) 1	6	+ 5.0
3. NB	2	6	+ 4.0
4. VG	2	6	+ 4.0
5. EL	2	6	+ 4.0
6. ME	3	6	+ 3.0
7. YR	3	6	+ 3.0
8. TS	3	6	+ 3.0
9. GL	(S) RR	2	+ 2.5
10. HA	4	6	+ 2.0
11. JB	3	5	+ 2.0
12. JP	(S) 1	3	+ 2.0
13. HW	2	4	+ 2.0
14. CW	(S) PP	2	+ 1.5
15. RF	2	3	+ 1.0
16. GM	5	6	+ 1.0
17. DP	(S) RR	1	+ 1.0
18. LV	2	3	+ 1.0
19. MW	(S) 1	2	+ 1.0
20. TA	(S) RR	PP	+ 0.5
21. SB	(S) PP	P	+ 0.5
22. SB	(S) RR	PP	+ 0.5
23. TJ	(S) PP	P	+ 0.5
24. BB	6	6	0.0
25. LB	(S) PP	PP	0.0
26. LC	(S) RR	RR	0.0
27. DD	(S) PP	PP	0.0
28. SD	(S) PP	PP	0.0
29. FL	2	2	0.0
30. PH	3	3	0.0
31. VP	6	6	0.0
32. LR	6	6	0.0
33. PR	(S) PP	PP	0.0
34. SW	(S) P	PP	- 0.5
35. GF	2	1	- 1.0
36. CG	2	1	- 1.0
37. JM	4	3	- 1.0
38. AR	4	3	- 1.0
39. ST	4	3	- 1.0
40. MW	3	1	- 2.0

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GRADUATED CONTROL GROUP SCORES - BY CHANGE IN LEVEL

Subject	Pre-Test	Post-Test	Δ (Change)
1. MA	3	6	+ 3.0
2. FM	(S) 1	4	+ 3.0
3. CR	2	5	+ 3.0
4. LC	(S) P	3	+ 2.5
5. JL	(S) RR	2	+ 2.5
6. CD	2	4	+ 2.0
7. SH	3	5	+ 2.0
8. CJ	(S) 1	3	+ 2.0
9. JR	3	5	+ 2.0
10. SJ	(S) P	2	+ 1.5
11. LS	(S) P	2	+ 1.5
12. EA	2	3	+ 1.0
13. KC	5	6	+ 1.0
14. BL	(S) 1	2	+ 1.0
15. LR	5	6	+ 1.0
16. CS	3	4	+ 1.0
17. JB	(S) PP	P	+ 0.5
18. KS	(S) RR	PP	+ 0.5
19. DB	3	3	0.0
20. MD	(S) PP	PP	0.0
21. MD	4	4	0.0
22. ND	P	P	0.0
23. PL	3	3	0.0
24. MR	6	6	0.0
25. VV	4	4	0.0
26. SB	(S) P	PP	- 0.5
27. LM	(S) P	PP	- 0.5
28. RN	(S) PP	RR	- 0.5
29. LR	(S) P	PP	- 0.5
30. FA	5	4	- 1.0
31. RB	4	3	- 1.0
32. DG	(S) 1	PP	- 1.0
33. LG	2	1	- 1.0
34. RM	(S) P	RR	- 1.0
35. TW	5	4	- 1.0
36. WS	5	3	- 2.0
37. KW	4	PP	- 4.0

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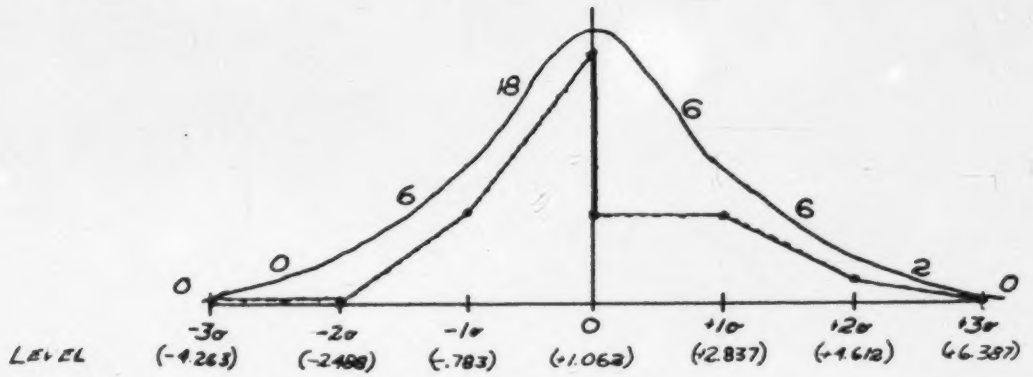
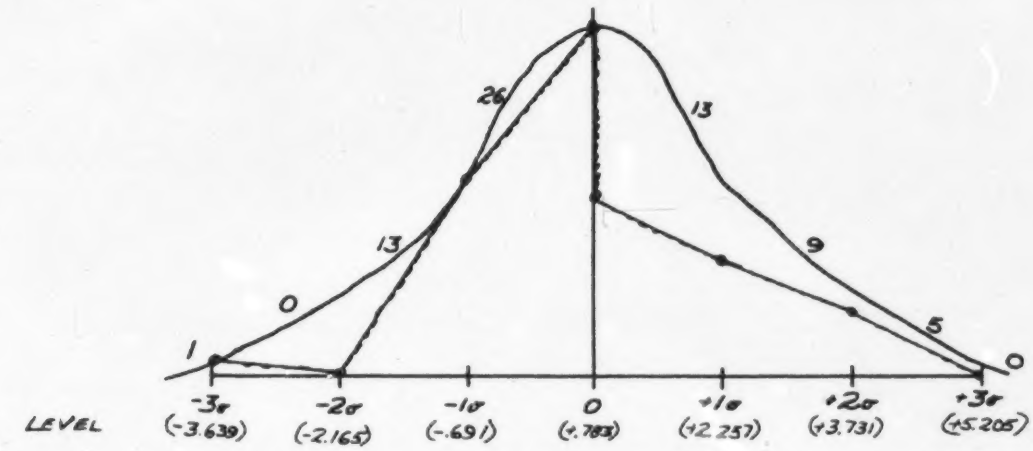
LEVEL GAIN VS. NORMAL CURVE

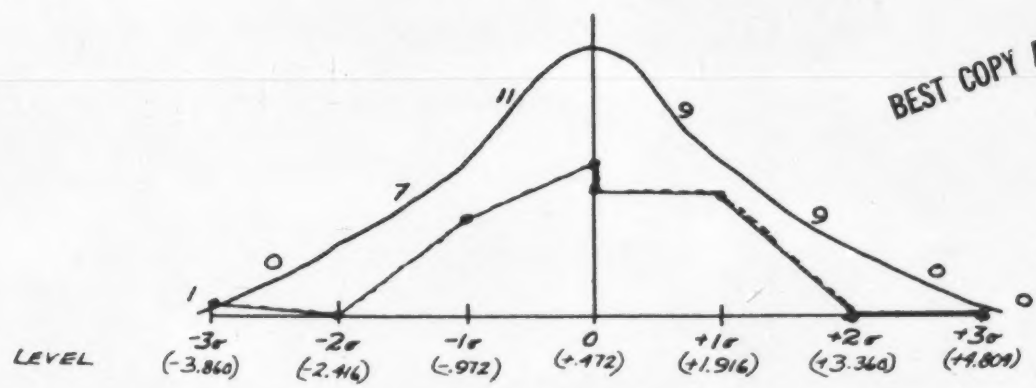
EXPERIMENTAL*



TOTAL*



CONTROL*



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*Numbers above normal curve indicate nos. of Ss within each standard deviation (σ)

Informal Observations

1. The absenteeism rate for many children in the experimental group dropped appreciably.

2. There was some indication that as children progressed in the reading center, they began to be perceived as behavior problems in the classroom.

3. The Student Progress Report given to teachers mid-way through the program had favorable effects on teacher attitudes toward both the reading center and the interns.

4. The testing seemed to have a favorable effect on the test awareness of the students.

5. Finally, the students seemed concerned as to what would happen after the center closed.

Conclusion

The results of the data obtained from the study indicate that more progress was made by the experimental group, through an intensified clinical approach, than by the control group, in a normal classroom situation. Greatest gains were made in the group designated "experimental corrective," with an average gain three times that of the "control corrective" group. The group designated "experimental severe" had a gain of nearly twice that of the "control severe" group.

There were both losses and gains shown within each group on the post-test and some extreme variation for which there can be only speculative explanations. There was a consensus among the interns in the belief that the Silvaroli Informal Reading Inventory is extremely sensitive to external conditions, such

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as the testor's rapport with the child being tested. This led us to the conclusion that perhaps a less sensitive test would be of greater value for the pre- and post-testing, while continuing to use the Silvaroli as a diagnostic tool with the selected experimental group.

Granting the significance of the study's results, it is our belief that the role of a reading clinic in Title I schools demands greater attention if the reading levels are to be significantly advanced.

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TOGETHER

IN

KANSAS CITY, MISSOURI

A model program designed to bring together children from inner and outer Kansas City areas in order to enhance their academic, personal and social experiences.

Planned
by
Kansas City Teacher Corps

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RATIONALE

It is proposed that an experimental program be operated this summer in an elementary school located in a fringe area of the Title I district. The proposed school enrollment would include students from the Title I area, from the fringe area, and from outlying metropolitan areas. Teaching in the school would be done by Teacher Corps interns, providing them with an opportunity to accept total classroom responsibility, and giving added application to their training and experience at the elementary level and to their creative talent. It is felt that such a school experience would benefit both the interns and the children attending the school.

The children involved would benefit from exposure to children from different areas, different neighborhood environments, and different economic and racial groups. The children would begin to gain an awareness of the total metropolitan area and of the differences and similarities which exist within it. The children would be given the opportunity to interact on an individual level with children "different" from them, and could begin to appreciate that all members of the metropolitan community have common, personal, economic and cultural bonds. The children's learning could be enhanced by a school environment related to real-life concerns and the children's own interests. All the children could be helped to see themselves and others as individuals of worth.

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The proposed program would benefit the Teacher Corps interns by giving them additional classroom experience and responsibility, and by furthering their self-assurance in classroom organization and management. The interns would be given the opportunity to pool their ideas and design a flexible curriculum and outline of activities that would capitalize on pupils' interests and the interns' varied experiences in community involvement. In addition, the school would further the interns' experiences in community involvement. Throughout their training, the interns have worked exclusively in Title I schools with children from the inner-city area. A situation such as the proposed school would give the interns the opportunity to deal with children outside the inner-city area, to become aware of the abilities and problems of these children as well as the inner-city children, and as a result to be of greater help to both groups.

PURPOSE

Program Goals

1. To show that inner-city and outer area children together with concerned individuals and groups can, by working together, participate in a program of high quality education.

2. To provide an educational experience which will demonstrate the value of cultural pluralism as an educational resource.

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3. To provide meaningful learning opportunities for inner-city and outer area children through school organization, innovative approaches, and appropriate instructional materials.

4. To provide an atmosphere of cooperation demonstrating that inner-city and outer area children can gain new insights concerning values and concepts that relate to the pupils' daily lives in their neighborhood and total environment.

5. To bring inner-city and outer area children together in a cooperative effort to find ways for persevering, improving and building a better physical and social environment.

6. To create an atmosphere which will stimulate positive social and academic interaction.

7. To provide opportunities for self expression through school projects, fine arts and physical education.

8. To create an environment that accelerates learning, improves language arts skills and promotes greater pupil involvement in the academic program.

9. To help pupils see themselves and others as individuals of worth.

Educational Objectives

1. Development of ability to apply communication skills through formal and informal discussion, research, individual and group projects.

2. Development of ability to make reasonable interpretations of data and information uncovered by individual or group research and field excursions.

3. Development of ability to demonstrate effective dialogue and self expression through participation in discussion groups, audio-visual projects, forums, and classroom activities.

4. Development of ability to apply the results of academic and social learning through self-expression in creative arts.

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5. Development of higher levels of persistence in starting and completing tasks in individual, group, and field projects.

6. Development of ability to participate cooperately in group work.

7. Development and extension of abilities in the basic skills of language art (reading, listening, speaking, writing), mathematics, science and social studies.

8. Development of academic and social abilities which emphasize group participation between inner-city and outer area children.

ORGANIZATION

Organization for instruction will be planned with every attempt to enhance rather than hinder achievement of the previously stated goals.

Special attention will be given to organization and scheduling that will

1. Provide opportunities for students from inner-city and outer areas to identify problems that are of common interest and to explore areas that heretofore have been outside their frame of reference.

2. Provide opportunities for putting into practice innovative procedures that will bring about cognitive and affective change.

3. Provide opportunities for Teacher Corps interns to have a greater understanding of the multidimensions of the teaching-learning act.

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Facilities

The school will be selected on a site in the "fringe area" i.e. between inner-city and outer areas.

Other facilities to be utilized will include community resources such as museums, parks, newspaper plants, radio and T.V. stations, neighborhood sites, airports, etc.

Personnel

The school principal will be appointed by the Assistant Superintendent of Urban Education.

The school will be staffed by Teacher Corps interns who are fully certified teachers. One intern will serve as audio-visual coordinator.

Approximately three on-site consultants will work with the interns in interest groups and/or group level i.e. kindergarten-primary, intermediate, and upper.

Teacher aides will be provided at the ratio of one aide for two teachers.

A school secretary, an instructional secretary and a nurse will be provided.

Additional supportive staff needed and requested, but contingent on finances: Speech Teacher.

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Recruitment

The school population will consist of approximately three to four hundred volunteer, multi-ethnic, elementary school-age children consisting of 50% from inner-city and 50% from outer city areas.

Schedule

The eight week summer school schedule runs from June 1, 1970 through July 24, 1970. Planning and instruction time is 8:00 to 12 noon, Monday - Friday.

Class Size

Ratio should not exceed twenty students per teacher, in order to provide a great deal of individualized and small group teaching and to further interpersonal relationships with children and parents. It is proposed that three to four hundred students in grades K-6 be involved in the program.

Organizational Structure and Approach

In keeping with the experimental nature of the summer school, no one classroom structure will be utilized. A variety of instructional patterns will be employed in a flexible setting involving buddy-teaching, team teaching, cross-age tutoring, interest grouping, and self-contained classes.

Language experience and discovery will be the major teaching approaches. There will be emphasis on science and social studies

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and these will be correlated with arts, music, crafts, physical education and speech.

Parental Involvement

Parental involvement is an important aspect of the on-going program and will be achieved through 1) recruiting information 2) initial letters and contacts with parents introducing teachers to parents and encouraging them to visit and participate in school activities 3) involving parents in instructional activities, field trips, etc. 4) conferences (mid-term and final) and 5) program evaluation.

EVALUATION

Program evaluation will be related to the broad project goals as previously stated and to specific aims developed by the Teacher Corps interns and consultants in their curriculum planning sessions.

Broadly speaking the evaluation should deal with the following questions:

1. Were there identifiable insights and understandings gained a) through means of uniting children of varied ethnic and social neighborhoods, and b) by working within a curricular structure that enhances discovery and interest in common problems?

2. Did students and parents reevaluate their ideas about themselves and other people, did they gain greater respect for themselves and for each other, and did they demonstrate a desire for developing and continuing personal friendships with children of differing backgrounds?

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3. Did the curriculum enhance cognitive learning?

4. What affect has this program had on the intern's decision to enter the teaching profession?

5. Can interns, trained in a program specifically designed to prepare them for teaching inner-city children, effectively teach children from varied backgrounds?

6. Given autonomy, can Teacher Corps interns develop and execute a relevant curriculum and provide innovative learning experiences for children of varied backgrounds?

7. Can Teacher Corps interns effectively involve parents and community representatives as well as professionals in their planning and teaching?

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